

Use of Restraint and Seclusion

The Board is dedicated to the development and application of best practices within the district's educational/behavioral programs. It is the intent of the Board to establish a policy that defines the circumstances that must exist and the requirements that must be met prior to, during and after the use of restraint and/or seclusion as an intervention with district students.

Definitions

“Physical restraint” means the restriction of a student’s movement by one or more persons holding the student or applying physical pressure upon the student. “Physical restraint” does not include touching or holding a student without the use of force for the purpose of directing the student or assisting the student in completing a task or activity.

“Seclusion” means the involuntary confinement of a student alone in a room from which the student is prevented from leaving. Seclusion does not include in-room time outs or removal for a short period of time where the student reports to a designated area without the need of physical escort and is not physically prevented from leaving.

Physical restraint and/or seclusion are only permitted as part of a behavior support plan when other less restrictive interventions would not be effective and the student’s behavior poses a threat of imminent, serious physical harm to the student or others.

Physical restraint and/or seclusion may also be used in an emergency by a school administrator, teacher, school employee, or volunteer as necessary to maintain order or to prevent a student from harming him/herself, other students, and school staff or property. The use of physical restraint and/or seclusion in these circumstances is permitted only for as long as the student’s behavior poses a threat of imminent, serious physical harm to the student or others.

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student as defined by the student’s behavior support plan.

Staff will continuously monitor a student’s status during physical restraint and/or seclusion.

Eugene School District has selected the Oregon Intervention System (OIS) training program of physical restraints and seclusion for use in the district. As required by State regulation, this program includes behavior support, prevention, de-escalation, and crisis response techniques.

An annual review of the use of physical restraint and seclusion in the district shall be conducted and documented to ensure that restraint and seclusion are used in accordance with the district's policies and procedures.

The district shall investigate all complaints regarding the use of restraint and/or seclusion practices according to the procedures outlined in Board policy KLD.

The superintendent shall develop administrative regulations to carry out the requirements set forth in this policy and to meet any additional requirements established by law.

Education programs that are located in facilities subject to different rules regarding the use of physical restraint and seclusion, such as long term care and treatment education programs, youth detention education programs and youth corrections education programs, are not subject to this policy.

END OF POLICY

Legal Reference(s):

[ORS 339.250](#)

[OAR 581-021-0061](#)

[OAR 581-021-0062](#)